

EDLE 601

Supervision, mentoring and coaching

COGNITIVE COACHING

Question

- * *As an experienced leader, what might be some of the behaviours, approaches, or skills that you use to support and extend the thinking of the people with whom you work?*

What is cognitive coaching?

- * directed by the coachee
- * neutral
- * about self directed learning
- * a skillful application of tools for planning, reflecting, and problem resolving.
- * capacity building
- * mediating thinking
- * developing internal resources

Support stances

Name	Coaching	Collaborate	Consulting	Evaluate
Person A				
Person B				
Person C				

Coaching Presuppositions

- * Certain patterns of conversation extend thinking, encourage reflection and support decision making.
- * The people we support have skills, knowledge, talents and capabilities.
- * Adults continue to grow cognitively.
- * Teaching is a complex process that requires constant decision making.

What does a coach do?

- * Recognizes an opportunity to support another person in self-directed learning:
 - * follows the coachees' agendas; communicates in a non-judgemental manner; asks empowering, probing and reflective questions; deeply listens; takes a neutral stance; creates a safe, trusting environment; helps coachees visualize possibilities
- * Adopts a coaching stance, distinguished from other support functions of consulting, collaborating, or evaluating.

Applications

- * Visiting classrooms (literacy walks- Canada) to help understand how we can support teacher and student learning only takes us to a certain point. Reflective conversations that happen after we identify trends and patterns is what will result in change.
- * Identify and discuss some applications of coaching in your own setting.

Structure of coaching conversations

- * Planning: the coaching goal is to support clarity and to get more details.
- * Reflecting: the coaching goal is to construct meaning and determine the other options.
- * Problem resolving: the coaching goal is to help the person access his or her internal resources and to see available options.

Coaching tools

- | | |
|----------------------------------|----------------|
| * Paying attention | BUILDING TRUST |
| * Pausing | BUILDING TRUST |
| * Paraphrasing | BUILDING TRUST |
| * Probing for specificity | BUILDING TRUST |
| * Inquiring | BUILDING TRUST |

Cultivating trust

- * Consistency
- * Integrity
- * Concern
- * Communication
- * Sharing control

Paying Attention: Rapport

- * “the natural process of matching and being in alignment with another”
- * Elements:
 - * Posture, Gesture, Expression, Tonality, Language, Breathing.

Paying Attention: Listening to understand

- * 5 Levels of listening (Covey)
- * 1. Ignoring. 2 Pretend listening. 3. Selective listening
- * 4. Attentive listening. 5. Empathic listening
- * *As you think about the goal of listening to understand and reflect on what gets in the way, what might be a challenge for you?*

Listening set asides

- * Autobiographical
- * Inquisitive
- * Solution

Listening Practice

- * A begins to talk to B about something they wish to talk about.
- * B listens.
- * Debrief the conversation focusing on listening set asides. What are the challenges when listening?
- * Switch roles

Paraphrasing

- * A well crafted paraphrase communicates: “I am trying to understand you and therefore, I value what you have to say”. Paraphrasing aligns the parties and creates a safe environment for thinking.
- * Attend fully; capture and reflect **the essence** of the message, the tone, the gestures. Use your own words; make the paraphrase shorter than the original statement. Use the pronoun “you” rather than “I” avoid using the phrase “What I hear you saying...”

What do we Paraphrase?

- * Content and emotion
- * 3 levels: (see handout).
- * Acknowledge and clarify (mirror)
- * Summarise and organise (container)
- * Shifting conceptual focus (escalator)

Practice paraphrasing

- * **A** raises a current issue in relation to their leadership role in the school.
- * **B** paraphrases (mirrors).
- * Debrief. Switch. Debrief.
- * Discussion
- *

Asking Questions

- * Types of Questions
- * **Inquiring:** to broaden thinking
- * **Probing:** to focus thinking; to elicit precision in thought and language.
- * (see handouts)

Pausing

- * Pausing, or waiting between 3-5 seconds results in:
Positive changes in affective climate; positive changes in the quality of interaction; an increase in cognitive functioning; an increase level of academic achievement.
- * 3 types of wait time: after the coach asks the question; after the coachee responds; before the coach responds.

Coaching conversations

- * **Reflecting conversation**

- * Summarise impressions; analyse causal factors; construct new learning; commit to application; reflect on coaching.

- * **Planning conversations**

- * goals; success indicators; anticipate approaches; personal learning focus; reflect on coaching process

